МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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ЗБІРНИК ТЕКСТІВ ТА ЗАВДАНЬ

для організації практичної роботи
з дисципліни

«ІНОЗЕМНА МОВА»

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UNIT I. EDUCATION

Text 1

Learning foreign languages

How to learn a foreign language?

I. Read the text and Put the following sentences into the correct order:

- Focus on words and phrases!
- Take responsibility for your own learning!
- Spend the time!
- Listen and read every day!

1) _____

By far the most important factor is how much time you are immersed in the language. The more time you spend with the language, the faster you will learn. This means listening, reading, writing, speaking, and studying words and phrases. This does not mean sitting in class looking out the window, nor listening to other students who do not speak well, nor getting explanations in your own language about how the language works. This means spending time enjoyably connected to the language you are learning.

2) _____

Listen wherever you are on your MP3 player. Read what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand. If you keep listening and reading you will get used to the language. One hour of listening or reading is more effective than many hours of class time.

3) _____

Build up your vocabulary, you'll need lots. Start to notice words and how they come together as phrases. Learn these words and phrases through your listening and reading. Read online, using online dictionaries, and make your own vocabulary lists for review. Soon you will run into your new words and phrases elsewhere. Gradually you will be able to use them. Do not worry about how accurately you speak until you have accumulated a plenty of words through listening and reading.

4) _____

If you do not want to learn the language, you won't. If you do want to learn the language, take control. Choose content of interest, that you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language, nor to tell you what to do. Discover the language by yourself, like a child growing up. Talk when you feel like it. Write when you feel like it. A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to.

Note: These guidelines should be rigorously followed, even if you are taking a language course.

Text 2

Differences between American English and British English

"The Americans are identical to the British in all respects except, of course, language." - Oscar Wilde

"We (the British and Americans) are two countries separated by a common language." - G.B. Shaw

There are many differences between British and American English. Generally, it doesn't matter which variety of English you speak or write, and most native English speakers will understand you – whichever type of English you use.

Here are some of the biggest differences between British and American English.

Vocabulary

Some common vocabulary differences are:

pavement (GB) – sidewalk (US)

lift (GB) – elevator (US)

lorry (GB) – truck (US)

rubbish (GB) – garbage / trash (US)

holiday (GB) – vacation (US)

return ticket (GB) – round trip (US)

Grammar

1. British speakers use "yet" with the present perfect tense, while American speakers tend to use the Past Simple:

Have you eaten dinner yet? (GB)

Did you eat dinner yet? (US)

2. "at the weekend" (GB) but "on the weekend" (US)

Punctuation

In British English, the final comma before "and" (in a list) is omitted, but not in American English.

She bought cereal, coffee, sugar and tea. (GB)

She bought cereal, coffee, sugar, and tea. (US)

Spelling

1. –or and –our

British English tends to use -our in adjectives,whereas American English uses -or:

For example: colour (GB) and color (US); neighbour (GB) and neighbor (US)

2. –er and –re

Some noun endings are -re in British English, but -er in American English:

For example: centre (GB) and center (US)

3. – ice and –ise

Some words have -ice ending for the noun and -ise ending for the verb in British English. For example: practice (noun) and to practise (verb). However, in American English both noun and verb are spelled practice.

4. –l and –ll

In British English, when a word ends in a single consonant, it is doubled when we add a suffix beginning with a vowel: For example: traveller; levelled

However, in American English the 'l' is not doubled: For example: traveler, leveled

British English and American English have different spellings for certain words:

For example: cheque (GB) – check (US); programme (GB) – program (US)

Writing dates

In British English we follow the day – month – year format, although this is month – day – year format in American English.

1/7/2010 is July 1st in British English, but January 7th in American English.

Text 3

Education

I. Put each of the following words or phrases in its correct space in the passage below.

State, terms, seminar, degree, co-educational, private, primary, tutorial, graduate, nursery school, grant, secondary, lecture, break up, compulsory, fees, academic

When children are two or three years old, they sometimes go to a 1. ____, where they learn simple games and songs. Their first real school is called a 2. _____ school. In Britain children start this school at the age of five. The 3._____ year in Britain begins in September and is divided into three 4._____. Schools 5. _____ for the summer holiday in July. 6. _____ education begins at the age of about eleven, and most schools at this level are 7. _____ , which means boys and girls study together in the same classes. In Britain education is 8._____ from five to 16 years of age, but many children choose to remain at school for another two or thee years after 16 to take higher exams. Most children go to 9. _____ schools, which are maintained by the government or local education authorities, but some children go to 10. _____ schools, which can be very expensive. University courses normally last three years and then students 11. _____, which means they receive their 12. _____. At university, teaching is by 13. _____ (an individual lesson between a teacher and one or two students), 14. _____ (a class of students discussing a subject with a teacher), 15.___ (when a teacher gives a prepared talk to a number of students) and of course

private study. Most people who receive a university place are given a 16. _____ by the government to help pay their 17._____ and living expenses.

II. Explain the difference between:
a) to sit an exam and to set an exam
b) to take an exam and to pass an exam
c) compulsory and voluntary
d) to educate and to bring up
e) a pupil and a student

III. Fill in the gaps with the following word expressions:
- consistently achieves high grades
- academically successful but not clever in the real world
- course that does not require much work to pass
- complete with a high grade
- teacher's favourite student
- study intensely
- stayed awake all night to study
- remember perfectly
- outside a university or college grounds
- one week holiday in the middle of the term

IV. 1. Bob is a clever boy who does really well in school. His grades are always very high. He always gets straight As
_____

2. Naomi had to memorize the speech she wrote. She was entering a contest at her school. Students had to say their speeches without looking at their notes. She had to know it by heart
_____

3. Many students at university take the Children's Literature course. They assume that it won't be difficult because all the books on the required reading list are children's books. They think it will be a bird course
_____

4. Susan lived in residence for two years. In her third year of university she decided that she'd like to try living off campus
_____. She rented a place in the middle of town.

5. Peter didn't study that much for the math test. He knew he would get a high mark because he knew the material really well. He was sure he would pass with flying colours

_____

6. Mrs. Fabio always gives Karen special tasks to do in the classroom. She likes Karen more than the other students. Everyone knows Karen is the teacher's pet

_____

7. Ian is book smart _____.
He's a math genius, but he doesn't know how to use a debit card or how to read his credit card statement.
8. Students get a break in the middle of their studies. Some use the time to study. A lot of students go away on holiday during reading week _____instead of studying.

9. Meg has done almost no work this term. She's going to have to study really hard in the last few weeks of school if she wants to pass. She really has to hit the books _____.

10. George didn't go to bed last night. He had to finish his science project and study for a math exam. He didn't have time to sleep. He pulled an all nighter _____.

Text 4

Famous universities in the USA

According to many polls, scholars consider MIT, Stanford and Harvard as some of the best universities in USA. Colleges and universities typically rise to the top of recommended lists based on a variety of criteria that includes peer reviews, freshman retention and rate of graduates per class.

Massachusetts Institute of Technology

The Massachusetts Institute of Technology, commonly referred to as MIT, is historically known as one of the best universities in USA. Many believe the facility features one of the best college programs revolving around engineering, science and technology. MIT was the location for the construction of the first computer in 1928. Students also have the option of acquiring undergraduate and graduate degrees in a variety of subjects that include the arts, philosophy and writing. The famed Nobel Laureate Professor, John Nash, taught mathematics at MIT from 1951 to 1959.

Stanford University

Tycoon John Stanford and his wife established the Leland Stanford Junior University in remembrance of their son who died before his 16th birthday. This institution of higher education in USA lies on over 8,000 acres of land, once used for raising horses. The university has its own lake and 49 megawatt power plant. Besides obtaining an MBA in USA, students may acquire degrees in earth science, education, or law and medicine. “Yahoo” was created by two Stanford PhD candidates and the word is actually an acronym for “yet another hierarchical officious oracle.”

Harvard University

Admitting students since 1638, Harvard is not only one of the best universities in USA; the institution is also the oldest. By 1650, Harvard became the first American corporation. The Puritans established the college as a means of training young male ministers. Educators held the first classes on the property, which initially consisted of a rural home on one acre of land that bordered a cattle feed lot. Though widely known as having a law school, Harvard actually developed a medical school over 35 years earlier. Harvard is second only to the Library of Congress for the number of volumes in the facility’s library, which total over 13 million.

University of California, Berkeley

This institution is considered one of the best universities in USA related to science. The facility earned recognition as being one of the world leaders in research after adding 17 new chemical substances to the elemental table and discovering the virus that causes polio. The campus has 32 libraries that span over 12 acres of space. Gregory Peck and Steve Wozniak are some of the university's famous former students. Berkeley was also the location where J. Robert Oppenheimer developed the Manhattan Project and the first atomic bomb.

University of Texas, Austin

This Texas institution is also a leader in research and boasts having or having had faculty awarded Nobel, Pulitzer, Wolf and other commendable prizes. Besides specific curriculum buildings and libraries, the campus contains seven museums. Many believe attending this university affords students an Ivy League quality education, though the cost of attendance lies more closely to mainstream public universities. Michael Dell attended school here, developing a small computer company before the world-renowned Dell franchise.

I. Read the text.
II. Fill in the gaps according to the text:
    1. "Yahoo" was created by two _____ PhD candidates and the word is actually an acronym for "yet another hierarchical officious oracle."

2. _____ is the oldest institution.
3. _____ is considered one of the best universities in USA related to science.
4. _____a leader in research and boasts having or having had faculty awarded Nobel, Pulitzer, Wolf and other commendable prizes.

III. Choose the correct variant:

1. I try to ____ my homework before I have my evening meal.
   a) do b) make c) take
2. I'm _____ my exams this month.
   a) having b) making c) sitting
3. Nobody in my class has _____ a lesson so far this year.
   a) lost b) missed c) failed
4. You should always check your work carefully in case you have _____ a mistake.
   a) gone b) made c) had
5. My teacher thinks we're all _____ really good progress.
   a) doing b) making c) having
6. I hope you are successful in the exam. You can only _____ your best.
   a) do b) make c) be

IV. Complete the text below by adding the missing verb in the correct form in each gap:

1. I could have got higher marks but I _____ a few silly mistakes.
2. I've been studying French for 6 months now but I don't feel like I'm _____ much progress.
3. I think I _____ my best in the test and I hope I'll get a good mark.
4. There was a great film on TV last night and I forgot to _____my homework.
5. Steve feeling quite ill and might have to _____the lesson.
6. I _____ two exams yesterday: Speaking in the morning and Listening after lunch.

V. Learn by hear the following collocations:

Learning

acquire/get/lack (an) education/training/(British English) (some) qualifications

receive/provide somebody with training/tuition

develop/design/plan a curriculum/(especially British English) course/(North American English) program/syllabus

give/go to/attend a class/lesson/lecture/seminar
hold/run/conduct a class/seminar/workshop

sign up for/take a course/classes/lessons

School

go to/start preschool/kindergarten/nursery school

be in the first, second, etc. (North American English) **grade**/(especially British English) year (at school)

study/take/drop history/chemistry/German, etc.

(British English) **leave/finish/drop out of**/(North American English) **quit school**

(North American English) graduate high school/college

Problems at school

be the victim/target of bullying

(British English) **play truant from**/(both British English, informal) **bunk off/skive off** school (= not go to school when you should)

(both especially North American English) skip/cut class/school

(British English) **cheat in**/(North American English) **cheat on** an exam/a test

get/be given a detention (for doing something)

be expelled from/be suspended from school

Work and exams

do your homework/(British English) revision/a project on something

work on/write/do/submit an essay/a dissertation/a thesis/an assignment/(North American English) a paper

finish/complete your dissertation/thesis/studies/coursework

hand in/(North American English) **turn in** your homework/essay/assignment/paper

study/prepare/(British English) **revise**/(North American English) **review**/(North American English, informal) **cram for** a test/an exam

take/(both British English) **do/sit** a test/an exam(especially British English)

mark/(especially North American English) **grade** homework/a test(British English)

do well in/(North American English) **do well on**/(informal, especially North American English) ace a test/an exam

pass/fail/(informal, especially North American English) **flunk** a test/an exam/a class/a course/a subject

University

apply to/get into/go to/start college/(British English) university

leave/graduate from law school/college/(British English) university (with a degree in computer science)

study for/take/(British English) **do/complete** a law degree/a degree in physics(both North American English)

major/minor in biology/philosophy

earn/receive/be awarded/get/have/hold a master's degree/a bachelor's degree/a PhD in economics

Text 5

Higher education in Ukraine

In Ukraine, as in other developed countries, higher education is considered to be one of the main human values. Ukraine has inherited from the past a well-developed and multifunctional system of higher education.

The higher education consists of higher educational establishments, scientific and methodological facilities under federal and municipal governments and self-governing bodies in charge of education. The higher education structure includes also

the post-graduate and Ph. D. Programs and self-education. The higher education includes two major educational levels, namely basic higher education and full higher education.

The Ukraine's State Higher Education System includes 940 higher educational institutions (HEI), out of which 806 are public and 134 are of other forms of ownership property. Non-public HEIs are mandatory and legally acknowledged and controlled by the state through the educational activity's licensing mechanism and accreditation. HEIs in Ukraine are comprised of vocational schools, colleges, institutes, conservatories, academies, universities.

According to the HEIs status the following 4 levels of accreditation are set:

Level I - vocational schools and other HEIs equaled to them which teach junior specialists by using educational and professional programs (EPPs);

Level II - colleges, other HEIs equaled to them which teach bachelors, and if need be junior specialists, by using EPPs;

Level III - institutes, conservatories, academies, universities which teach bachelors and specialists, as well as junior specialists by using EPPs;

Level IV - institutes, conservatories, academies, universities which teach bachelors, masters and specialists by using EPPs.

Currently, Ukrainian higher educational system comprises of 327 technical vocational schools, 216 vocational schools, 117 colleges, 149 institutes: 2 conservatories, 48 academies and 81 universities.

HEIs' graduates are given state standard diploma after they complete education under respective EPPs, based on the results of state attestation. The following educational and qualification levels granted to the experts exist in Ukrainian system of higher education: junior specialist, bachelor, specialist and master.

Normative periods of training under different educational and qualification levels are set listed bellow:

3 years for junior specialist (on the basis of full comprehensive secondary education);

4 years for bachelor (on the basis of full comprehensive secondary education);

1 year for specialist (on the basis of first degree);

1 year for master (on the basis of first degree).

One of the particular features of high school in the Soviet period was that priority was given to preparation of technical engineers and machine building complex specialists - first of all for military complex. Most of technical higher educational institutions were concentrated in districts with well-developed industry. Currently, the need of specialists of that kind decreased dramatically: from 54 per cent in 1990 to 42 per cent in 1996 at the expense of increasing of humanitarian, economic and management profile specialists' need. This process is expected to go on and set in for nearest future in Ukraine at the basis of analysis of job market employer's requirements and graduates competition. Preparation of engineers on the basis of old-dated standards leads to the fact that 40 per cent of graduates remain unemployed.

A lot of non-governmental higher educational institutions appeared recently which leads to increasing of economic and business profile students. Since 1997 students can study at higher educational institutions on contract basis.

Every fifth first year student in state higher education institutions of 1998 pays for his education on his own which makes approximately from 400 to 1000 USD for academic year of studies.

New Ukrainian educational laws and democratic state policy give certain autonomy to the higher educational institutions in their activities and classical academic liberties in self-government.

Ukraine's higher educational system fulfills important social functions creating intellectual potential of Ukraine.

Higher education supplies all spheres of national economy with qualified professionals and looks for the better ways of development and perfection.

I. Read and translate the text:

II. Choose the right word in the correct form: *make* or *do*

1. How many mistakes did you _____ in the last dictation?
2. Who is the next to _____ a report?
3. She _____ the translation in half an hour.
4. It was Brian's upbringing that _____ him a coward.
5. The Dean _____ a speech at the meeting of the first-year students.
6. Can't you _____ anything to stop that noise?
7. What did he _____ to _____ you so angry?
8. Promise little, but _____ much.
9. He is used to _____ whatever he pleases.
10. Would you _____ me a favour and feed the cat while I'm away.
11. Have you _____ all the arrangements yet?
12. We normally _____ the shopping on Saturday mornings.

III. Choose the right word: *vocabulary* or *dictionary*

1. In this book the new _____ is given after the text.
2. A new Ukrainian-English _____ has recently been published.
3. First-year students usually have a limited _____.
4. Learn the _____ of Lesson 2 for tomorrow.
5. I could not find this word in Jones' _____.
6. You should buy a new _____, yours is too small.
7. You cannot enrich your _____ without looking up the words in the _____.

IV. Choose the best response:

1. Have you paid your _____ (=payment for studying at a university) for this semester? No, I haven't gotten around to that yet.
   a) tuition b) tutoring c) cost
2. How's your _____= Do you have a lot of classes?
   a) course package b) course load c) course pack
3. I took that class last year. It was _____. (=very easy)
   a) gust b) wind c) breeze
4. I lived in the student residence last year. This year, I moved in to a place _____.
   a) of mine b) of my own c) of my proper
5. What does GPA stand for?
   a) grade point addition b) grade percentage average c) grade point average
6. Which college are you planning to _____?
   a) attend b) ascent c) atone
7. I applied to go to Yale, but I didn't _____. (=I wasn't accepted)
   a) get in b) get on c) get in
8. This is a very_____ school. (= It has a very good reputation)
   a) prevailing b) prestigious c) egregious
9. In the context of university life, what is a 'student body'?
   a) a student's torso b) all the students at a university c) professor
10. Most new college students go to _____, which is an information session designed to introduce them to their new university.
    a) orientation b) show-and-tell c) segmentation
11. A former student of a school/university= An _____
    a) alderman b) alumni c) alumnus
12. A _____ is an exam given during the middle of a semester.
    a) middle-term b) mid-term c) half-term
13. John finally got his _____ in Economics. (=he finished his 4 year program)
    a) decoration b) degree c) decree
14. My assignment is _____ on Thursday. (=it has to be finished by Thursday)
    a) due b) deliverable c) down
15. What are you _____ in? = What's your main subject of study?
    a) majoring b) engaging c) mainlining
16. You'd have to do something pretty bad to get _____(=kicked out) from college.
    a) expelled b) excelled c) demoted
17. Q: Did he _____ his exam? A: No, he failed.
    a) miss b) answer c) pass

18. The opposite of a ‘required course’ is an _____.
    a) election b) elective c) choice
19. T.A., which stands for ‘teaching _____’, is someone who helps a professor run a class.
    a) asset b) assistant c) analyst
20. What do you plan to do after you _____? (=successfully finish college)
    a) drop out b) take a leave of absence c) graduate

V. Learn the following words and word expressions by heart:

абітурієнт	school-leaver
аспірант	postgraduate student
гуртожиток	hall of residence, US dormitory
декан	dean
держіспит	final examination
диплом	diploma
дисертація	thesis
- докторська	doctorate, doctorate thesis
- магістерська	master’s thesis
доцент	associate professor
захист магістерської дисертації	defence of master’s thesis
письмовий екзамен	written examination
усний екзамен	oral examination
вступний екзамен	entrance examination
їдальня (студентська)	canteen
канікули	holidays, US vacation
кафедра	department
квиток студентський	student’s card
книжка залікова	credit book
куратор групи	tutor
магістр	Master
заочне навчання	postal tuition, extension studies, extramural studies
гуманітарні науки	arts
точні науки	sciences
ректор	principal, chancellor
реферат	paper
семестр	term, semester
староста	monitor
стипендія	scholarship, grant
першокурсник	first year student
ступінь	degree

факультатив	optional classes
факультет	faculty
екзаменаційна комісія	board of examiners
закінчити університет	to graduate from the university
конспектувати	to make notes
мати заборгованість (з англійської)	to be behind (with English)
навчальний рік	academic year
наукові дослідження	research
студентське містечко	university campus
перенести іспит (на пізніше)	to postpone the exam

Unit II ECOLOGY

Text 1

What is Ecology?

Ecology is a branch of biology which is focused on the examination of living organisms in the natural environment. Ecologists look at how organisms interact with the environment and each other, and they study the complex and interconnected systems which influence life on Earth. Ecology is also sometimes known as environmental biology, and there are a number of sub disciplines within this branch of the sciences which deal with specific topics of interest, such as the relationship between humans and the natural environment.

Researchers in ecology can study individuals, populations, communities, and ecosystems. At each level, there are more things to learn about. The natural environment is usually heavily interconnected; researchers can focus on a single population of plants or animals, for example, and find much fodder for study, ranging from how that population shapes the physical environment to how other organisms interact with it. For example, ruminant populations can create paths and watering holes, shaping the land, and they can also influence plant populations by eating some plant species, leaving others alone, and excreting seeds which plants can use to spread themselves.

In the 20th century, ecologists became especially interested in human activities which had a deleterious effect on the environment, recognizing that humans could have a tremendous and not always beneficial influence on nature. For example, dumping pollutants into a river can cause a variety of changes in nature, just as paving over a wetland can eliminate a habitat and put stress on the animals and plants which are used to living there.

Ecologists are often interested in looking at entire ecosystems, and studying all of the organisms which live in them and influence them. Each ecosystem hosts unique plant and animal species which have adapted to the environment and each other, and studying this can provide scientists with information about the history of that ecosystem, and the evolutionary roots of the animals which live there. Ecology can also be studied in urban environments.

The study of ecology is not limited to the terrestrial environment; marine environments, lakes, and streams can also provide a great deal of food for thought and inspiration for study. The marine environment in particular is not very well understood, with researchers constantly finding that there is more to learn about the ocean, the creatures which live there, and its underlying geography and geology. For example, for centuries people assumed that the bottom of the ocean was inactive and bleak, but in the 20th century, researchers discovered areas of biological activity around hydrothermal vents, with organisms which had adapted to the dark, high pressure, low oxygen environment of the deep sea.

I. Read and translate the text.

II. Define whether sentences are True (T) or False (F):

1) Ecology is a branch of biology which is focused on the examination of living organisms in the natural environment.
2) Ecologists study the complex and interconnected systems which influence life on Earth.
3) Ecology is also sometimes known as environmental sociology.
4) In the 20th century, ecologists became especially interested in human activities which had a favorable effect on the environment.
5) The study of ecology is limited to the terrestrial environment.
6) Each ecosystem hosts unique plant and animal species.
7) The marine environment in particular is not very well understood, with researchers constantly finding that there is more to learn about the ocean.

III. Match the first part of each sentence in the left-hand column with its second part in the right column. Use the words in ***bold*** to help you. Check that each sentence you put together is grammatically correct.

1. Some modern agricultural methods have been heavily criticized…	(A)… in many countries **poaching** is considered more serious than drug smuggling.
2. If you wear a fur coat in public…	(B)… and **rare breeds** parks are very popular with many
3. It is illegal to kill pandas, tigers…	(C)… in **wildlife management**
4. If we don't do more to protect pandas…	(D)… the government's **conservation programme** has been very successful
5. A lot of British people are interested in unusual animals …..	(E)… they'll soon be **extinct**
6. National parks in Kenya are currently….	(F)… with **battery farming** in particular receiving a lot of condemnation
7. In an attempt to preserve forests around the country…	(G)… it was fascinating to observe their **natural behaviour**
8. We would like to carry out more scientific study into rainforests…	(H)… on a successful panda **breeding** programme
9. I don't like zoos because I think….	(I)… keeping animals in **captivity** is cruel
10. I saw fascinating documentary about the way animals live in Venezuela and thought…	(J)… or any other **endangered species**.

11. In order to increase the birth rate, the Chinese government has spent a lot of money…	(K)… but it is often difficult to get people to fund the **research**.
12. Hunters have killed so many animals that…	(L)…. you risk coming under attack from **animal rights activists**.

IV. Find English equivalents from ex.III.

a) вимерлий *(вид тварин)*
b) зникаючі види
c) дослідження
d) природна поведінка
e) життя в неволі
f) програма охорони навколишнього середовища
g) браконьєрство

V. Write the plural form of the following nouns:

Story, play, glass, photo, match, mouth, story, bush, roof, radio, key, factory, page, mouse, person, sheep, ticket-holder, datum, formula, crisis, room-mate, medium, child, nucleus, commander-in-chief, basis, cactus, foot, city, passer-by, wolf, knife, symposium, analysis, piano, hypothesis, radius.

Text 2
Environmental pollution

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. For example, they ruin natural beauty by scattering junk and litter on the land and in the water. They operate machines and motor vehicles that fill the air with disturbing noise. Nearly everyone causes environmental pollution in some way.

Environmental pollution is one of the most serious problems facing humanity today. Air, water, and soil - all harmed by pollution - are necessary to the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land that is available for growing food. In addition, environmental pollution also brings ugliness to our naturally beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious, it is complicated because much pollution is caused by things that benefit people. For example, exhaust from automobiles causes a large percentage of all air pollution. But the automobile provides transportation for millions of people. Factories discharge much of the material that pollutes air and

water, but factories provide jobs for people and produce goods that people want. Too much fertilizer or pesticide can ruin soil, but fertilizers and pesticides are important aids to the growing of crops.

Thus, to end or greatly reduce pollution immediately people would have to stop using many things that benefit them. Most people do not want to do that, of course. But pollution can be gradually reduced in several ways. Scientists and engineers can work to find ways to lessen the amount of pollution that such things as automobiles and factories cause. Governments can pass and enforce laws that require businesses and individuals to stop, or cut down on, certain polluting activities. And - perhaps most importantly - individuals and groups of people can work to persuade their representatives in government, and also persuade businesses, to take action toward reducing pollution.

People have always polluted their surroundings. But throughout much of history, pollution was not a major problem. Most people lived in uncrowded rural areas, and the *pollutants* (waste products) they produced were widely scattered. People had no pollution-causing machines or motor vehicles. The development of crowded industrial cities in the 1700's and 1800's made pollution a major problem. People and factories in these cities put huge amounts of pollutants into small areas. During the 1900s, urban areas continued to develop, and automobiles and other new inventions made pollution steadily worse. By the mid-1900s, pollution had affected the water in every major lake and river and the air over every major city in the United States and other industrial countries. Since the late 1960s, millions of people have become alarmed by the dangers of pollution, and scientific studies have improved our understanding of the problem. Large numbers of people are now working to reduce environmental pollution.

I. Read and translate the text.

II. Define whether sentences are True (T) or False (F):

1. Environmental pollution is one of the most serious problems facing humanity today.
2. Pollution cannot be gradually reduced.
3. Governments cannot pass and enforce laws that require businesses and individuals to stop polluting.
4. People have always polluted their surroundings.
5. The development of crowded industrial cities in the 1700's and 1800's made pollution a major problem.
6. Large numbers of people are now working to reduce environmental pollution.

III. Find English equivalents for the following words and word combinations:

a) зменшувати забруднення
b) добрива

c) вихлопи автомобілів
d) навколишнє середовище
e) забруднюючий агент
f) основна проблема
g) переконувати
h) спричиняти забруднення

IV. Replace the expressions in bold with a word or expression from the box which has the same meaning.

unleaded petrol	erosion
fossil fuels	contaminated
recycle (things)	environmentalists
organic	emissions
genetically modified	biodegradable packaging
greenhouse	acid rain
rain forest	Green Belt
global warming	ecosystem

1. In Britain, building is restricted or completely banned in the ***area of farming land or woods and parks which surrounds a town.***
2. Many companies are developing ***boxes, cartons and cans which can easily be decomposed by organisms such as bacteria, or by sunlight, sea, water, etc.***
3. The burning of some fuels creates ***carbon dioxide, carbon monoxide, sulphur dioxide, methane and other*** gases which rise into the atmosphere.
4. Farmers have cleared hectares of ***thick wooded land in tropical regions where the precipitation is very high***.
5. Planting trees provides some protection from ***gradual wearing away*** of soil.
6. We should all try to ***process waste material so that it can be used again.***
7. These potatoes ***are cultivated naturally, without using any chemical fertilizers and pesticides.***
8. This bread is made from wheat which has been **altered at a molecular level so as to change certain characteristics which can be inherited.**
9. More and more cars are built to use ***fuel which has been made without lead additives.***
10. ***Polluted precipitation which kills trees*** falls a long distance away from the source of pollution.
11. Human beings have had a devastating effect on the ***living things, both large and small***, in many parts of the world.
12. The ***gases and other substances*** which come from factories using oil, coal and other ***fuels which are the remains of plants and animals*** can cause serious damage to the environment.
13. Don't drink that water! It's been ***made dirty by something being added to it.***

14. Friends of the Earth, Greenpeace and other ***people concerned with protecting the environment*** are holding a forum in London next month.
15. ***The heating up of the earth's atmosphere by pollution*** is threatening life as we know it.

Text 3
Kinds of pollution

There are several kinds of environmental pollution. They include air pollution, water pollution, soil pollution, and pollution caused by solid wastes, noise, and radiation.

All parts of the environment are closely related to one another. The study of the relationships among living things, and between living things and other parts of the environment, is called *ecology*. Because of the close relationships, a kind of pollution that chiefly harms one part of the environment may also affect others. For example, air pollution harms the air. But rain washes pollutants out of the air and deposits them on the land and in bodies of water. Wind, on the other hand, blows pollutants off the land and into the air.

Air pollution turns clear, odorless air into hazy, smelly air that harms health, kills plants, and damages property. People cause air pollution both outdoors and indoors. Outdoor air pollution results from pouring hundreds of millions of tons of gases and *particulates* (tiny particles of liquid or solid matter) into the atmosphere each year. One of the most common forms of out-door air pollution is smog. Indoor air pollution results from many of the same substances found outdoors. But indoor pollutants can present a more serious problem because they tend to build up in a small area from which they cannot easily escape. Cigarette smoke is a familiar indoor air pollutant.

Most air pollution results from *combustion* (burning) processes. The burning of gasoline to power motor vehicles and the burning of coal to heat buildings and help manufacture products are examples of such processes. Each time a fuel is burned in a combustion process, some type of pollutant is released into the air. The pollutants range from small amounts of colorless poison gas to clouds of thick black smoke. Weather conditions can help reduce the amount of pollutants in outdoor air. Wind scatters pollutants, and rain and snow wash them into the ground. But in many areas, pollutants are put into the air faster than weather conditions can dispose of them. In crowded cities, for example, thousands of automobiles, factories, and furnaces may add tons of pollutants to a small area of the atmosphere each day.

At times, weather conditions cause pollutants to build up over an area instead of clearing them away. One such condition—called *thermal inversion*— occurs when a layer of warm air settles over a layer of cooler air that lies near the ground. The warm air holds down the cool air and prevents pollutants from rising and scattering.

A serious pollution problem results when a thermal inversion occurs over a city that is pouring tons of pollutants into the air.

One serious result of air pollution is its harmful effect on human health. Both gases and particulates burn people's eyes and irritate their lungs. Particulates can settle in the lungs and worsen such respiratory diseases as asthma, bronchitis, and pneumonia. Studies have shown that particulates help cause such diseases as cancer and emphysema. In cities throughout the world, long periods of heavy air pollution have caused illness and death rates to increase dramatically.

Air pollution also harms plants. Poisonous gases in the air can restrict the growth of, and eventually kill, nearly all kinds of plants. Forests in Tennessee, citrus groves near Los Angeles, and vegetable gardens in New Jersey have all been seriously damaged by air pollution.

Most materials get dirty and wear out more quickly in polluted air than in clean air. Polluted air even harms such hard and strong materials as concrete and steel. In some cities, statues and other art objects that stood out-doors for centuries have been moved indoors because air pollution threatened to destroy them.

Air pollutants may also affect climate. Both gases and particulates can cause changes in the average temperatures of an area. Particulates scatter the sun's rays and reduce the amount of sunlight that reaches the ground. Such interference with sunlight may cause average temperatures in an area to drop. Some gases, including carbon dioxide, allow sunlight to reach the ground, but prevent the sunlight's heat from rising out of the atmosphere and flowing back into space. The warming of the earth's surface that results is called the *greenhouse effect.* The burning of fuel and other polluting activities are increasing the amount of heat-trapping gases in the atmosphere. This development may intensify the greenhouse effect, causing average temperatures to rise.

In addition, air pollutants may damage the layer of *ozone* (a form of oxygen) in the earth's upper atmosphere. The ozone layer protects animals and plants from much of the sun's harmful ultraviolet light.

I. Read and translate the text.

II. Define whether sentences are true (T) or False (F)
   1. All parts of the environment are closely related to one another.
   2. The study of the relationships among living things, and between living things and other parts of the environment, is called *ecology.*
   3. Air pollution does not harm the environment.
   4. Air pollutants may affect climate.
   5. Air pollutants do not damage the layer of *ozone.*

III. Find English equivalents for the following words and word combinations:
   1) переповнене місто
   2) шкодити здоров’ю

3) забруднюючий агент
4) спричиняти захворювання
5) парниковий ефект
6) частинки
7) зв'язок
8) поверхня землі
9) процес окиснювання
10) двоокис вуглецю

IV. Read the text and translate the Ukrainian words:

Повітря*_____** is essential to life. Humans and other animals use the ***кисень _____ they breathe along with the food they eat to produce ***енергія***. Increased physical activity raises the body's energy demand, increasing ***споживання*** of oxygen and nutrients. When we exert ourselves we notice an increase in breath rate. This is our respiratory system's response to increased energy demand.

More air flowing in and out of our ***легені*** _____ increases our exposure to air pollution. As a result, active children, ***дорослі*** _____, and athletes are more ***уразливі***_____ to the unhealthy impacts of air pollution. During episodes of unhealthy levels of air pollution, public health officials advise reducing vigorous outdoor activities (e.g., soccer, ***бігання***).

V. Complete using the correct form of the words in capitals.

DANGER SOURCE IMPORTANCE SUCCEED PRODUCE
VARY DIFFERENCE CYCLE MIX USE

Nowadays, more and more people are becoming aware of the (1) ..... situation threatening their environment and gaining consciousness about it. At last, we have started to take precautions for the world's natural (2) ..... which are decreasing day by day. The most important step taken is re-using materials – in other words, recycling. It has become more (3) ..... that we reduce waste which pollutes the environment. Recycling paper has been the biggest (4) ..... . Paper can be used six times over, then be burnt for the (5) ..... of energy. Plastic is the hardest material to recycle because there are (6) ..... kinds which need to be treated (7) ..... . Metal is another material. The production of an aluminium can is moredifficult than (8) ..... it. Glass can be used again in a (9) ..... of asphalt and cement to pave streets. As a result, we should think for a while before we throw things away as they may still be (10) ..... .

Text 4
Water pollution

Water pollution reduces the amount of pure, fresh water that is available for such necessities as drinking and cleaning, and for such activities as swimming and fishing. The pollutants that affect water come mainly from industries, farms, and sewerage systems.

Industries dump huge amounts of wastes into bodies of water each year. These wastes include chemicals, wastes from animal and plant matter, and hundreds of other substances. Some of the wastes may be *hazardous* (harmful to human health). Industries dispose of much hazardous waste in dump sites on land. But improperly managed sites may leak the wastes into underground water supplies that people use.

Wastes from farms include animal wastes, fertilizers, and pesticides. Most of these materials drain off farm fields and into nearby bodies of water.

Sewerage systems carry wastes from homes, offices, and industries into water. Nearly all cities have waste treatment plants that remove some of the most harmful wastes from sewage. But even most of the treated sewage contains material that harms water.

Natural cycles work to absorb small amounts of wastes in bodies of water. During a cycle, wastes are turned into useful, or at least harmless, substances. Bacteria called *aerobic bacteria* use oxygen to decay natural wastes such as dead fish and break them down into chemicals, including nitrates, phosphates, and carbon dioxide. These chemicals, called *nutrients*, are used as food by algae (simple organisms) and green plants in the water. The *algae* serve as food for microscopic animals called *zooplankton*. Small fish, such as minnows, eat the zooplankton. The small fish, in turn, are eaten by larger fish, which eventually die and are broken down by bacteria. The cycle then begins again.

The same natural cycles work on wastes poured into water by people. Bacteria break down chemicals and other wastes and turn them into nutrients, or else into substances that will not harm fish or sea plants. However, if too much waste matter is poured into the water, the whole cycle will begin to break down, and the water becomes dirtier and dirtier. The bacteria that work to decay the wastes use up too much oxygen during the decaying process. As a result, less oxygen is available for the animals and plants that live in the water. Animals and plants then die, adding even more wastes to the water. Finally, the water's entire oxygen supply is used up.

Nutrients in water cause a similar process—called *nutrient enrichment, or eutrophication*—to take place. Nutrients that people add to water, such as nitrates from agricultural fertilizers and phosphates from detergents in sewage, greatly increase the growth of algae in water. As larger amounts of algae grow, larger amounts also die. The dead algae become wastes, and, as they decay, they use up the water's oxygen supply. The addition of heated water to a body of water also upsets cycles. Heated water can kill animals and plants that are accustomed to living at lower temperatures. It also reduces the amount of oxygen that water can hold. The

addition of heated water is called *thermal pollution.* Most heated water comes from industries and power plants that use water for cooling.

Another major pollutant is fuel oil, which enters oceans mainly from oil tankers and offshore oil wells. Such spills ruin beaches and kill birds and marine life.

I. Read and translate the text.

II. Fill in the gaps using the words from the text.

1. Water pollution _____ the amount of pure, fresh water.
2. The pollutants that affect water come mainly from industries, farms, and _____ systems.
3. Industries _____ huge amounts of wastes into bodies of water each year.
4. Sewerage systems carry _____ from homes, offices, and industries into water.
5. Bacteria called *aerobic bacteria* use oxygen to _____ natural wastes.

III. Find in the text the English equivalents for the following words and word combinations:

1) водорості
2) електростанція
3) каналізаційна система
4) шкідливі відходи
5) добрива
6) очисний завод
7) миючий засіб
8) процес гниття
9) хімікати
10) охолодження

IV. Complete the sentences using the *Present Perfect, Present Perfect Continuous, Future (will/going to) or Future Perfect* form of the verbs in brackets.

1. The population of the rare mountain gorilla ..... (increase) in the last few years largely so the government ..... (open) the area for the tourism industry.
2. About 30 years later, the Pacific Ocean ..... (rise) to a dangerous level.
3. The leaking chemicals ..... (spread) over the surrounding area by the time officials take measures.

4. Marine pollution ..... (kill) large numbers of plants and animals unless some strict precautions are taken.
5. I read in a magazine that a car which runs on water and petrol ..... (design). There is no doubt that thousands of people ..... (drive) this environmentally friendly car.
6. The villagers ..... (organize) a demonstration against the timber company for some time.
7. A : Have you prepared your project on Caretta carettas yet?
B : No, not yet. But I think I ..... (start) tomorrow.
A : When ..... (you / hand it in)?
B : Next week. I ..... (collect) some photographs of Caretta carettas in the afternoon.
A : I have got some documents on them. I ..... (give) them to you if you want.
B : Thanks. That ..... (be) great!

V. Read the text and choose the best answer:

Animals and plants are becoming extinct day by day at a greater (1) ..... than ever before. People are cutting down forests and this (2) ..... to dramatic changes in the climate. There should be more (3) ..... to work for conservation. In order to protect species in danger, people should examine wild places carefully and (4) ..... the animals and plants. Another aspect of conservation is to increase the number of laws which (5) ..... the extinction of endangered species. There should also be more programmes for reproduction. This may lead to the (6) ..... of national parks and protected areas. Today, there are internationally (7) ..... wildlife protection areas worldwide. Another precaution may be to (8) ..... the threats of extinction by educating people. We shouldn't forget that the problem of endangered species is global
and we should leave a better world to our children.

1. amount	rate	proportion	grade
2. leads	guides	show	influences
3. arrangement	federations	organizations	companies
4. identify	pick up	distinguish	find out
5. forbid	discourage	ban	prevent
6. invention	establishment	institution	organization
7. recalled	allowed	discovered	recognized
8. publicize	promote	report	announce

Text 5
Soil pollution

Soil pollution damages the thin layer of fertile soil that covers much of the earth's land and is essential for growing food. Natural processes took thousands of years to form the soil that supports crops. But, through poor treatment, people can destroy soil in a few years.

In nature, cycles similar to those that keep water clean work to keep soil fertile. Plant and animal wastes, including dead organisms, accumulate in the soil. Bacteria and fungi decay these wastes, breaking them down into nitrates, phosphates, and other nutrients. The nutrients feed growing plants, and when the plants die the cycle begins again.

People use fertilizers and pesticides to grow more and better crops. Fertilizers add extra nutrients to the soil and increase the amount of a crop that can be grown on an area of land. But the use of large amounts of fertilizer may decrease the ability of bacteria to decay wastes and produce nutrients naturally.

Pesticides destroy weeds and insects that harm crops. But pesticides may also harm bacteria and other helpful organisms in the soil.

Solid wastes are probably the most visible forms of pollution. People throw away billions of tons of solid material each year. Much of this waste ends up littering roadsides, floating in lakes and streams, and collecting in ugly dumps. Examples of solid wastes include junked automobiles, tires, refrigerators, and stoves; cans and other packaging materials; and scraps of metal, paper, and plastic. Such solid pollutants are most common in the heavily populated areas in and near cities. Slag and other wastes from mining processes pollute much land away from cities.

Solid wastes present a serious problem because most of the methods used to dispose of them result in some type of damage to the environment. When the wastes are put into open dumps, they ruin the attractiveness of the surrounding areas. Dumps also provide homes for disease-carrying animals, such as cockroaches and rats. Some solid wastes can be destroyed by burning them. But burning produces smoke that causes air pollution. When wastes are dumped in water, they contribute to various forms of water pollution.

In the mid-1980's, more than 2 billion short tons (1.8 billion metric tons) of solid wastes were produced in the United States each year. Solid wastes include mining, industrial, and agricultural wastes, in addition to household wastes. Most solid wastes are buried in large, open areas called *landfills.* But in many places, especially near large cities, the land available for dumping is running out. In the meantime, the production of solid wastes is increasing rapidly. In addition, more and more wastes that are difficult to dispose of are being produced. Tin and steel cans that rust and can be absorbed by the soil have been replaced by aluminum cans that stay in their original state for many years. Paper and cardboard packaging that can decay and burn easily is being replaced by plastics that will not decay and that give off harmful gases when burned.

I. Read and translate the text.

II. Define whether sentences are true (T) or false (F).

1. Soil pollution damages the thin layer of fertile soil.
2. Plant and animal wastes accumulate in the soil.
3. Pesticides destroy weeds and insects that harm crops.
4. The use of large amounts of fertilizer may increase the ability of bacteria to decay wastes and produce nutrients naturally.
5. Solid wastes are probably the most visible forms of pollution.
6. Solid wastes cannot be destroyed by burning them.
7. Most solid wastes are buried in large, open areas called landfills.

III. Find English equivalents for the following words and word combinations:

1) урожай
2) грибок
3) поживні речовини
4) шлаки
5) спалювати
6) позбуватися чогось
7) звалище сміття
8) сталеві банки
9) виробництво
10) прилегла ділянка

IV. Rewrite the sentences using the words in brackets.

1. We can help the environment by recycling, but most people ignore it. (**although**)

.....

2. Every time we go to the country, we enjoy watching wildlife. (**whenever**)

.....

3. Some aerosols have been banned because they harm the ecosystem. (**in order not to**)

.....

4. Many species of wildlife may become extinct yet some organizations try hard to protect them. (**however**)

.....

5. People chopped down the rainforests to cut timber and make land for their plantations. (**so as to**)

.....

6. We may ban cars from the city centres on certain days and as a result we can prevent pollution. (**so that**)

.....

7. Everywhere in the world, there are organizations that work for the benefit of our planet. (**wherever**)

.....

8. She provides grants for the endangered species because she wants to protect them. (**so as to**)

.....

9. Although there is international pressure for not using nets, in some countries fishermen still go on using them. (**despite**)

.....

10. Even though light and noise are disturbing Caretta carettas, more and more hotels are being built in their environment. (**in spite of**)

.....

V. Match the words with their definitions:

1. industry	a) the process of being gradually destroyed by rain, wind and the sea
2. erosion	b) including the whole world
3. to deplete	c) to kill an animal, especially for food
4. flood	d) a form of energy coming from nuclear reactions which is harmful to living things
5. global	e) the process of making air, water and soil dangerously dirty
6. radiation	f) to reduce the amount of sth that is available
7. pollution	g) the act or process of destroying something
8. destruction	h) containing poison or caused by poisonous substances
9. toxic	i) a very large amount of water that covers an area that is usually dry
10.to slaughter	j) the production of goods especially in factories

Text 6

Rainforests rule!

A world like no other – perhaps this is the best way to describe the world of the rainforest. No rainforest is exactly the same – yet most rainforests are now distributed in the small land area 22.5 degrees north and 22.5 degrees south of the Equator, between the Tropic of Capricorn and the Tropic of Cancer. You can find tropical

rainforests in South America and Indonesia. Other rainforests flourish further from the Equator, in Thailand and Sri Lanka.

Despite occupying a relatively small area, rainforests have a colossal role to play in maintaining the world as we know it. Tropical rainforests are home to a rich, colourful variety of medicinal plants, food, birds and animals. Can you believe that a single bush in the Amazon may have more species of ants than the whole of Britain! 480 varieties of trees may be found in just one hectare of rainforest. These forests sustain around 50% of all the species on Earth, and offer a way of life to many people living in and around the forest.

Rainforests are the lungs of the planet – storing vast quantities of carbon dioxide and producing a significant amount of the world's oxygen. Rainforests have their own perfect system for ensuring their own survival; the tall trees make a canopy of branches and leaves which protect themselves, smaller plants, and the forest animals from heavy rain, intense dry heat from the sun and strong winds.

Amazingly, the trees grow in such a way that their leaves and branches, although close together, never actually touch those of another tree. Scientists think this is a deliberate tactic to prevent the spread of any tree diseases and make life more difficult for leaf-eating insects like caterpillars. To survive in the forest, animals must climb, jump, fly or glide across the gaps. The ground floor of the forest is not all tangled leaves and bushes, like in films, but is actually fairly clear. It is where leaves decompose into food for the trees and other forest life.

They are not called rainforests for nothing! Rainforests can generate 75% of their own rain. At least 80 inches of rain a year is normal – and in some areas there may be as much as 430 inches of rain annually. This is real rain – your umbrella may protect you in a shower, but it won't keep you dry if there is a full rainstorm. In just two hours, streams can rise ten to twenty feet. The humidity of large rainforests contributes to the formation of rainclouds that may travel to other countries in need of rain.

Worryingly, rainforests around the world are disappearing at an alarming rate, thanks to deforestation, river pollution, and soil erosion as land is being claimed for agriculture and trees are felled for wood. A few thousand years ago, tropical rainforests covered as much as 12% of the land surface on Earth, but today this has fallen to less than 5.3%.

We can only hope that the world governments work together with environmentalists and businesses to use their environmental knowledge and power to preserve the rainforests – awe-inspiring, beautiful and vital for our existence.

I. Read and translate the text.

II. Choose the correct variant:

1. Rainforests can be found:

a) only in South America
b) in many countries all over the world
c) in a small strip of land, mostly equatorial

2. Rainforests hold:

a) more than half the world's species
b) less than half the world's species
c) approximately half the world's species

3. Rainforests are the 'lungs of the planet' because they:

a) produce a large amount of oxygen and store a large amount of carbon dioxide
b) store a small amount of oxygen and produce a large amount of carbon dioxide
c) produce a small amount of oxygen and produce a large amount of carbon dioxide

4. Rainforests make a difference to the world's water supply because:

a) the humidity of rainforests produces rainclouds
b) rainforests are very rainy places
c) the rainforests produce their own rain

5. Rainforests tree leaves never touch the leaves of another tree:

a) to make rain fall on the ground of the forest
b) to protect the trees from disease and insects
c) to give the forest animals more exercise

6. Over the last few thousand years, the land covered by forests has:

a) increased
b) decreased
c) stayed the same

III. Match the words with their definitions:

humidity deforestation canopy sustain erosion rainforest species

1. _____ a forest in a tropical area which receives a lot of rain
2. _____ to keep alive
3. _____ a set of animals or plants that have similar characteristics to each other
4. _____the branches and leaves that spread out at the top of a group of trees forming a type of roof
5. _____ the cutting down of trees in a large area; the destruction of forests by people
6. _____ being rubbed away gradually

IV. Complete the sentences with the correct form of the words from the list:

pollute conserve protect destroy recycle support

1. Unless we _____ endangered species like the Iberian lynx, they will disappear.
2. _____ bottles and newspapers is a good way of helping the environment.
3. Mike decided to _____ Friends of the Earth after he had read their leaflet.
4. If we _____ energy like gas and electricity, we will create less pollution.
5. You shouldn't use aerosols. They _____ the ozone layer.
6. Waste from the factory _____ the river and fields nearby. As a result many wild animals died.

Text 7

Environmental Protest Groups

Facts about the state of the global environment read like quotes on a poster for an epic Hollywood movie – expanding deserts in Africa, huge forest fires in Indonesia, serious shortages of fish in Europe, thousands of deaths from air pollution in Brazil, disappearing forests in the Amazon, melting ice-caps and increasing radiation levels in the polar regions. But just as there is no evil Lex Luther or Ernst Blofeld responsible for these disasters, there is no Superman or James Bond to save the world. The human race has caused these problems and we are going to have to work together to solve them.

However, many people feel that the governments of countries around the world are not taking environmental issues seriously enough. To allow the voices of concerned people to be heard, a large number of protest groups have been set up by ordinary people to raise awareness of the issues, and to put pressure on politicians to act before it is too late. A few of the organizations have become household names, particularly Friends of the Earth and Greenpeace. Two smaller groups, Surfers Against Sewage and Reclaim The Streets, are less well known, but take themselves just as seriously.

Surfers Against Sewage (SAS)

Surfers Against Sewage was founded in 1990 by water sports enthusiasts, who were becoming more and more concerned about the health risks they faced when using beaches in Cornwall in the UK. Human and toxic waste pumped into the sea was causing serious illnesses, and beach goers felt that they were "playing Russian Roulette with their health" every time they went into the water.

SAS alerted people to the problem by going to public events with their surfboards, where they handed out leaflets wearing wetsuits and gasmasks. They soon attracted the attention of the media and other concerned water users from around Britain and were able to put pressure on the government to ban dumping untreated waste in the sea, rivers and lakes. The group was so successful that in 1998, only 8 years after they started campaigning, the government agreed to spend 8.5 billion pounds on cleaning up Britain's aquatic environment.

Surfers Against Sewage has acquired a cool image over the years. In 1999 the director of The Beach, a Hollywood blockbuster starring Leonardo Di Caprio, wanted to use the SAS logo on actors' backpacks. SAS refused permission however, because they were concerned about the environmental damage that making the film had caused to the tiny tropical island of Phi Phi in Thailand.

Reclaim The Streets (RTS)

Reclaim The Streets was started in London in 1991 to campaign "FOR walking, cycling and cheap, or free, public transport, and AGAINST cars, roads and the system that pushes them." RTS began by protesting against road building through unspoilt areas of the British countryside, and now have expanded their activities to draw attention to environmental, political, economic and social injustice around the world.

RTS campaigns by stopping traffic and turning roads and motorways into huge street parties. Members of the group dig up tarmac and plant trees, make beaches and paddling pools for children to play in, decorate the street with colourful banners, and give out free food and drink. A huge sound system is set up, bands, jugglers and clowns perform, and hundreds or even thousands of people dance and party. The carnival is usually broken up by the police after a few hours, and in the past some of the demonstrations have been marred by violence between police and protesters.

RTS doesn't have any clear aims, it says that it is a 'disorganization' rather than an organization, since there is no one in charge, but the methods that the group uses have caught on, and are now used worldwide. As the RTS website says, "The Reclaim The Streets idea has grown up and left home, street parties and suchlike often happen without anyone in RTS London hearing about them until afterwards."

Protest and the Internet

Both SAS and RTS have extensive websites providing information about their activities, and providing links to like-minded groups around the world. It seems that nowadays the Internet is helping more and more people express their dissatisfaction with the status quo, and work together to find solutions to the problems that the modern world faces.

I. Read and translate the text.

II. Fill in the gaps using the words from the text.

1. Many people feel that the governments of countries around the world are not taking environmental _____ seriously enough.
2. The human race has caused these problems and we are going to have to work together to _____ them.
3. RTS began by protesting against road building through _____areas of the British countryside.
4. Both SAS and RTS have extensive _____ providing information about their activities.

III. Find English equivalents for the following words and word combinations:
1. пустеля
2. відповідальний за
3. необроблені стічні води
4. несправедливість
5. чіткі цілі
6. кольорові плакати
7. насильство

IV. Match the words with their definitions:

1. aquatic	an important subject or problem that people are discussing
2. household name	to spoil something
3. issue	living or growing in, happening in, or connected with water
4. mar (v)	a thick, black substance that is sticky when hot and is used to cover roads
5. status quo	poisonous
6. tarmac	someone or something that everyone knows
7. toxic	the situation that exists now, without any changes

V. Define whether sentences are true (T) or false (F):
1. Surfers Against Sewage members like playing with guns.
2. Reclaim The Streets started in Cornwall.
3. The people who started Surfers Against Sewage like water sports.
4. RTS demonstrations are always peaceful.
5. The SAS organization has been very successful.

6. Reclaim The Streets is against road building.
7. The SAS logo appeared in the film "The Beach".
8. RTS events sometimes attract thousands of people.

VI. Match the words with their meanings:

protest issue banner enthusiast reclaim sewage campaign injustice

1. A long piece of cloth with words or a sign written on it: _____
2. To organize a series of activities to try to achieve something: _____
3. Someone very interested in and involved with a particular activity: _____
4. An example of lack of fairness and lack of justice: _____
5. An important subject or problem that people are discussing: _____
6. When people show that they disagree with something, shouting, carrying signs, etc: _____
7. Waste water and waste from toilets: _____
8. To get something back from someone: _____

Text 8

Weather

It's hardly surprising that weather is a favourite topic for so many people around the world - it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.

The effects of weather

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets – images we are all familiar with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy.

‘I’m feeling a bit under the weather’ is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments, although it seems that economic, political and social factors are likely to have a much stronger effect than the weather.

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the

weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called ‘lows’, and anticyclones, also known as ‘highs’. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth’s surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

Can we predict the weather?

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

Red sky at night, shepherds’ delight; Red sky in the morning, shepherds’ warning

Ash leaf before the oak, then we will have a summer soak; Oak leaf before the ash, the summer comes without a splash

Flies will swarm before a storm.

Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today’s methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system – the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

Extreme weather

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flashfloods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kiteboarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks.

Even more extraordinary are storm-chasers – weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

I. Read and translate the text.

II. Choose the correct answer:

1. When the weather keeps changing...
   a) people's reaction slow down
   b) people become irritable
   c) people find it hard to focus on their work
2. The weather in Britain
   a) is very changeable
   b) is depressing
   c) is random
3. Violent storms are common:
   a) in mid and high latitudes
   b) in Britain
   c) in tropical climates
4. Anticyclones often:
   a) bring cloudy weather
   b) bring rain and wind
   c) bring fine weather
5. Weather forecasting:
   a) is always wrong
   b) has been done for a long time
   c) is easy
6. According to a traditional rhyme, if there is a red sky at night...
   a) the next day will be fine
   b) the next day will be rainy
   c) the next day will be windy

7. When the air is humid...
    a) pine cones close
    b) seaweed feels dry
    c) the weather will be fine
8. According to the article, weather is linked to...
    a) the stock market
    b) the outbreak of disease
    c) successful studying

III. Match the words with their definitions:

humid blizzard drought tornado hurricane climate

1. a severe snow storm with strong winds:
2. a long period when there is little or no rain:
3. (of air and weather conditions) containing extremely small drops of water in the air:
4. a violent wind which has a circular movement, especially found in the West Atlantic Ocean:
5. a strong dangerous wind which forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground:
6. the general weather conditions usually found in a particular place:

IV. Choose the best variant:

1. It sure is cold today! Yes, it's _____ outside! (= very cold)
a) freezing b) frozen c) frostbite d) b + c
2. Talking to someone about the weather (and other "light" topics) is commonly referred to as "making _____".
a) light chat b) small talk c) sense
3. People who are sensitive to extreme heat should be careful in hot climates - If they stay out too long they might get _____.
a) heat wave b) heat strokes c) heat stroke
4. A _____ is an extended period of time of very hot weather.
a) heat way b) heat wave c) heat stroke
5. It's _____ outside = It's raining heavily
a) boring b) poring c) pouring
6. I _____ when it's gray out.
a) depress b) get depressed c) get depression d) a + c
7. Where I come from, the sun _____ all year round.
a) shines b) beams c) shine

8. They said that it's going to _____ over the next couple of days.
a) warm out b) warm up c) warm
9. The _____ (= moisture in the air) in New Orleans is terrible. It makes the temperature seem much hotter than it actually is.
a) humidity b) humid c) fumes
10. It's about _____ outside.
a) 80 degrees b) 80 c) warmer d) a + b

Text 9

I. Read and translate the text.

II. Fill in the gaps with the following words:

melting, Earth, underwater, change, rise, colder, solution, poles

In recent years, climate 1) _____ has been a much talked about issue, with many debates over its possible impact on the world, and some even going so far as to question its very existence. However, with the undeniable increase in greenhouse emissions on 2) _____, there can be no doubt that the earth is becoming warmer, and scientific studies have proven that if we carry on living the way we do, then global temperatures will 3) _____ even more.

So what exactly does this mean for the future of our planet? In chilly places like the UK, we may think to ourselves: 'Finally, warmer weather!' But global warming will in fact cause extreme weather conditions, meaning that our winters would be even 4) _____ than they are now. More than that, warmer temperatures will lead to the 5)_____ of ice in the north and south poles, which in turn will lead to rising sea levels across the globe. This is particularly troubling for low coastal regions such as Florida in the USA which would be among the first to be flooded, along with many islands around the world, including the United Kingdom. In 1000 years or so, all these places and more will be submerged underwater.

So where will be able to live? Unless we can find a way to evolve into mermaids and mermen, which doesn't look promising, the only 6)_____ is to move elsewhere. There will be little choice left once a large proportion of the land is lost to the sea, and other remaining places will be so hot that they will be absolutely impossible to survive in. Countries that we consider to be hot these days will be even more so if temperatures increase by 5, 10, even 15 degrees; countries like Australia and India, among others. It is possible, then, that the once frozen 7)_____ of the Arctic and Antarctica will be suitable enough to live in, having melted its ice and warmed up.

It's a scary thought to imagine such devastation on Earth, and to think of our descendents struggling to survive in a virtually uninhabitable world. Perhaps if

people start to realise how their actions now can have such a profound impact on future generations, they will change their attitude and start to think more about caring for the environment, in order to save it. If not, we'll be living in a world 8) _____ and will need to think of a way to turn ourselves into mermaids!

Text 10
Tornadoes

Every year in the United States people watch for dangerous windstorms called tornadoes. A tornado is a violently turning pipe of air suspended from a dense cloud. It forms when winds blowing in separate directions meet in the clouds and begin to turn in circles. Warm air rising from below causes the wind pipe to reach toward the ground. It is not officially a tornado unless it has touched the ground. A tornado can destroy anything in its path.

Tornadoes come in many sizes. They can be thin pipes with openings on the ground just a few meters across. Or they can be huge pipes that stretch as far as one-and-a-half kilometers. A tornado's size is not linked to its strength. Large tornadoes can be very weak, and some of the smallest can be the most damaging. No matter how big or small, however, the strongest winds on Earth are in tornadoes.

Tornadoes are most common in the central part of the United States called "Tornado Alley." This area stretches south from western Iowa down to Texas.

Weather experts have done a lot of research in Tornado Alley. They have discovered that unlike severe ocean storms, tornadoes can strike without warning. Usually weather experts can report days before a severe ocean storm hits. However, tornadoes can form within minutes. There is almost no time for public warnings before they strike.

The force of a tornado is judged not by its size, but by the total damage caused to human-made structures. The Fujita Scale is the device used to measure tornadoes. It is named after Ted Fujita. He was a University of Chicago weather expert who developed the measure in the nineteen-seventies. There are six levels on the measure. Tornadoes that cause only light damage are an F-zero. The ones with the highest winds that destroy well-built homes and throw vehicles more than one-hundred meters are an F-five.

In the nineteen-sixties, about six-hundred-fifty tornadoes were reported each year in the United States. Now, more than one-thousand tornadoes are seen yearly. Weather experts do not think the increase is caused by climate changes. Instead, they say Americans are moving away from cities into more open farming areas. This means that they see and report tornadoes more often.

I. Read and translate the text:

II. Define whether sentences are true (T) or false (F)

1. A tornado is a violently turning pipe of air suspended from a dense cloud.
2. Warm air rising from below causes the wind pipe to reach toward the ground.
3. Tornadoes have the same sizes.
4. A tornado's size is linked to its strength.
5. Tornadoes are most common in the central part of the United States.
6. Tornadoes strike with warning.
7. Usually weather experts can report days before a severe ocean storm hits.

Text 11

Scientists have found that pesticides harm the ability of bees to find food. Bees must learn which flowers contain nectar (their food) from the smell of the flowers. If the bees do not learn which scents mean food, they will starve. Researchers at the University of Dundee in Scotland and Newcastle University in England found that pesticides used by farmers and gardeners can switch off the part of a bee's brain that is responsible for associating smells with food. Lead researcher Dr Geraldine Wright said pesticides could seriously impact the survival of honeybee colonies. She said, "bees that cannot learn will not be able to find food". This also means bees will not pollinate crops and wild plants.

Bee populations around the world have been declining. Scientists have searched for a long time for a reason why so many bees are disappearing. This new research may be an important clue. However, the British government does not want to stop the use of the pesticides that may prevent bees from learning. It wants to carry out more tests to make sure pesticides are the real reason for the reduction in the number of bees. A spokeswoman from the Friends Of The Earth charity said the government must act sooner rather than later. "Bee health is far too urgent to wait until more research has been completed. [Controls] should be placed on these pesticides until bee safety can be [guaranteed]," she said.

I. Read and translate the text/

II. Decide whether sentences are True (T) or False (F):

1. Chemicals that kill harmful bugs can stop bees from finding food.
2. Bees automatically understand which flowers contain food from birth.
3. A scientist said pesticides could increase the number of bee colonies.
4. The article suggests bees will not pollinate so many crops in the future.

5. Scientists tried to find reasons why the number of bees is going down.
6. The British government has decided to stop farmers using pesticides.
7. A charity said the British must do something soon and not wait.
8. The charity said we should wait until scientists do more bee research.

III. Match the following synonyms from the article.

1. harm	a) in charge of
2. smell	b) effect
3. responsible	c) going down
4. associating	d) stop
5. impact	e) damage
6. declining	f) take action
7. disappearing	g) linking
8. prevent	h) limitations
9. act	i) scent
10.controls	j) dying out

Ecological Glossary

Abiotic: non-living.
Abrasion: the wearing away of rock surfaces by small particles moved by air or water. Abrasiveness also seems to be the one quality currently shared by most political appointees and prominent heads of state. See Ontogenetic Crippling.
Absorption: the passage of water and nutrients through cell membranes instead of by direct ingestion. Also refers to how objects convert the solar radiation they receive into heat.
Abundance: the number of organisms in a given population.
Abyssal Plain: the ocean floor beyond the continental shelf.
Acequia: an irrigation ditch or canal.
Acclimation: a reversible physical change in an adapting organism in response to environmental pressures.
Acclimatization: adaptation to a different climate.
Acid: a substance with a pH less than 7 due to prevalent hydrogen ions. Acids tend to be sour and corrosive. The human stomach contains hydrochloric acid with a pH of 1; battery acid is stronger, but not by much. Contrast with Basic.
Acid Rain: precipitation heavy with nitric and sulfuric acid. Most of it is generated by sulfur dioxide and nitrogen dioxide (air pollution). Its pH is less than 5.6. Results include fish and plant deaths, corrosion, groundwater pollution, and soil erosion. Its long-term effects are unknown.
Biodegradable: reducible by bacteria as opposed to something that remains in the environment (plastic, certain inustrial wastes).
Biological Weathering: weathering helped along by living things, like plants that break up layers of rock
Bioluminescence: light emitted by chemical reactions within living things (fireflies, glow worms, jellyfish, etc.). Uses: to communicate, escape predators, attract prey.
Biomass: the total quantity of living matter in a given area or ecosystem.
Biome: the largest ecological regions distinguishable by characteristic plants and animals. There are six: tundra, conifer, deciduous forest, grassland, tropical, and desert. Biomes are subdivided into associations made up of societies.
Biosphere: taken together, the troposphere, oceans, and land surfaces where things live. Also called the Ecosphere.
Bioremediation: using animal microorganisms or plants (phytoremediation) to heal polluted soil or water.
Biotic: living.
Carbon Cycle: the passage and recycling of carbon through the plantary biosphere, lithosphere, hydrosphere, and atmosphere.
Carbon Dioxide: a colorless atmospheric waste-product gas (one carbon atom joined to two carbon atoms) produced by combustion, fermentation, and respiration. Fossil

fuel consumption and deforestation have almost doubled the quantity of it in the atmosphere. See Greenhouse Effect and Photosynthesis.
Cyclone: a low-pressure center wrapped in rotating movements of air.
Ecotone: the transitial zone between adjacent biotic communities, often with unique nutrients and ecological relationships.
Ecotope (Biotope): the smallest ecologically distinctive area within a landscape classification system.
Ecotopia: a vision of an ecologically friendly society.
Ecotourism: tourism that makes use of the ecological attributes of a place (e.g., bird-watching).
Ecotype: a genetically differentiated subpopulation evolved to remain within its habitat.
Gasoline - petroleum fuel, used to power cars, trucks, lawn mowers, etc.
Greenhouse Effect: the gradual warming of a planet by an atmosphere's conversion of incoming solar radiation into heat (discovered in 1824 by Jean Baptiste Fourier). This natural effect is amplified by growing quantities of greenhouse gasses--carbon dioxide, nitroux oxide, chlorofluorocarbons (CFCs), ozone, and methane--that trap reflected radiant energy as it tries to leave the planet. Some would see a tragic, bitter irony in using up topsoil, polluting the rivers and oceans, and blackening the atmosphere while unconsciously converting the entire world into a giant greenhouse.
Greenway - undeveloped land usually in cities, set aside or used for recreation or conservation.
Groundwater - water below the earth's surface; the source of water for wells and springs.
Organic: containing carbon; also, made of living things or the products of their
Oil spills - the harmful release of oil into the environment, usually in the water, sometimes killing area flora and fauna. Oil spills are very difficult to clean up.
ozone - a naturally occurring, highly reactive gas comprising triatomic oxygen formed by recombination of oxygen in the presence of ultraviolet radiation. This naturally occurring gas builds up in the lower atmosphere as smog pollution, while in the upper atmosphere it forms a protective layer which shields the earth and its inhabitants from excessive exposure to damaging ultraviolet radiation.

Sustainable: using resources without using them up.
Weed: a plant growing where it is not wanted.
Weir: a barrier or fence in water that diverts something: fish, water flow, erosive material.

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